

(January to March, 1928.
(April to July, 1928, overseas.)

Parents' National Educational Union. The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET.)

FORM IV.

PUPILS' NAMES.....

Bible Lessons.

The Bible text (as given in book used) must be read and narrated first.

Old Testament History,* by J. M. Hardwich and the Rev. H. Costley-White, D.D. (Murray, 3/6), Vol. V., pp. 178-238 (selections from *Nehemiah*, *Malachi*, *Esther*, *Jonah*).
The Saviour of the World,* Vol. V. (P.N.E.U. Office, 3/-), pp. 67-128, with Bible passages from index. *The Acts*, chapters 5-9; read from *The Acts of the Apostles*, by E. M. Knox (Macmillan, 4/6), pp. 65-156.

Optional: (a) *The Universal Bible Dictionary* (R.T.S., 7/6), may be used for all names of persons and places. (b) *Philips' Handy Scripture Atlas** (1/-). (c) *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-), pp. 152-188. (d) *Helps to the Study of the Bible* (Oxford Press, 3/6). (e) *The Prayer Book in the Church*, by the Rev. W. Hume-Campbell (Longmans, 2/6), pp. 73-99, with lesson on Easter. *The Church Catechism Explained*, by A. W. Robinson (Cambridge Press, 3/-).

For Sunday reading (optional):

The Ancient Documents and the Modern Bible, by Dr. Paterson Smyth (Sampson Low, 3/6), pp. 1-72. *African Idylls*, by Donald Fraser (Seeley Service, 6/-). *Herbert's Poems* (Oxford Press, 2/-).

† The 110th term of work set since the Parents' Union School began.

For private daily Bible reading, *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectiones* (Spottiswoode, 1d. each, 1928). Hymns: *Songs of Praise* (Oxford Press, 2/6 and 6d.). *Daily Prayers for Schools: Jubilate Deo*, by L. James (Milford, 1/-).

Sunday Occupations: A Book of Centuries: see notes by Miss Bernau (P.N.E.U. Office, 4d.). Choose and inscribe verses in beautiful lettering (see "Bridges"), on good paper or vellum.

Writing.

Choose and transcribe passages from, (a), the poets set, and, (b), other literature, in *A New Handwriting* (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from cards 7 or 9.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared first from a newspaper; or, from the prose and poetry set for reading; words not known to be visualized; a paragraph to be then dictated or to be occasionally written from memory; see *Home Education*, pp. 240-243.

Composition. (Oral or written narration every day after each subject.)

Essays, or letters, or narrative verses, on news of the week from the newspapers, or, on subjects taken from the Programme. See *A Senior English Grammar*, pp. 166-199. Webster's *Little Gem Dictionary* (Bell, 1/6), may be used.

English Grammar. (See N.B. 3.)

Parse and analyse, each week, from books read, making progress each term. *A Senior English Grammar*,* by R. B. Morgan and H. A. Treble (Murray, 3/6), pp. 132-151.

Literature (including holiday and evening reading).

Shakespeare's *King Lear** (Blackie, 6d.). Bacon's *Essays** (Blackie, 10d.). Milton's *Poems** (Dent, 2/-): *L'Allegro*, *Il Penseroso*. Read from *Shakespeare to Hardy*, *An Anthology of English Lyrics** (Methuen, 3/-), Herrick, Vaughan, Herbert, Traherne, etc. For reference only, *English Literature*, by Stopford Brooke (Macmillan, 2/3), (1603-1649).

English History.

A History of Great Britain,* by R. B. Mowat, Part II. (Oxford Press, 3/6), (1603-1649). Macaulay's *Essays** (Dent, 2/-, Vol. I.): *Hampden*. Carlyle's *Heroes and Hero Worship: The Hero as King* (Blackie, 10d.). Begin a chart of the 17th Century (see reprint from

P.R., July, 1910, 3d.). Summaries of events and dates. Read the daily news and keep a calendar of events: take the *Home and Class Room* section of *The Times* (direct from Times Office, 6/- yearly).

General History.

Medieval and Modern Times,* by T. R. Robinson (Ginn & Co., 10/6), pp. 352-376 (1603-1649) (omit questions). *Ancient Times: A History of the Early World*,* by J. H. Breasted (Ginn, 10/6), pp. 667-716 (A.D. 180-732) (omit questions).

Continue a Book of Centuries* (P.N.E.U. Office, 1/9, or, better, 2/6, notes by Miss Bernau, 4d.), putting in illustrations from all history studied during the term (Bible, English, French, General). Visit the British Museum or local museum; *Ancient and Medieval Art*, by M. W. Bulley (Methuen, 10/6) may be used.

Citizenship.

Ourselves,* Book I. (Kegan Paul, 4/6), pp. 163-186. North's *Plutarch's Lives: Paulus Aemilius** (Cambridge Press, 3/6), pp. 48-98. Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6). *The Citizen*,* by Mrs. H. A. L. Fisher (Chambers, 2/6), pp. 61-118, omitting questions.

Geography.

"Ambleside" map questions to be answered from map before each lesson; then reading and narration; memory sketch maps.

The Ambleside Geography Book, V.,* (Kegan Paul, 5/-), pp. 173-209, (America, Canada). *The English Speaking Nations*,* by G. W. Morris and L. S. Wood (Oxford Press, 3/6), pp. 116-142. Huxley's *Physiography** (revised 1924, Macmillan, 5/-), pp. 348-415. Some account of the physiography of your neighbourhood. Philips' *Modern School Atlas of Physical, Political and Commercial Geography** (7/6).

Know something about foreign places coming into notice in the current newspapers (see under History): *Reconstruction of Europe** (P.N.E.U. Office, 1/3). Ten minutes' exercise on maps of the world every week.

Natural History and Geology.†

Winners in Life's Race,* by A. Buckley (Macmillan, 6/-), pp. 168-208. *The Elements of Geology*, by M. A. Johnston (Nelson, 3/6), pp. 13-80, with a good map of the British Isles, and some account of the geology of your own neighbourhood. Keep a Nature Note-Book (P.N.E.U. Office, plain 2/-, interleaved 1/9), with flower, bird and insect lists, and make daily notes.

† Overseas members see special leaflet.

For out-door work take a special study suitable to season and climate, e.g., stars, etc.; the following may be used: Furneaux's *A Nature Study Guide* (Longmans, 6/6), *The Changing Year*, by F. M. Haines (Wadsworth, 3/-), *The Stars at a Glance* (Philip, 1/6), *Conifers* (S.N.S.U. leaflet, 6d.).

General Science, etc.

Some Wonders of Matter,* by Bishop Mercer (S.P.C.K., 5/-), pp. 115-158. *A Voyage in Space*,* by H. H. Turner (S.P.C.K., 7/6), pp. 249-299.

Hygiene and Physiology, Domestic Economy.

Physiology and Hygiene,* by J. Argyll Campbell (Bell, 3/6), pp. 1-65. Omit questions.

Picture Study and Architecture.

Study, describe (and draw from memory details of) six reproductions* of pictures by Van Eyck (P.N.E.U. Office, 2/- the set): see the special notes in the *Parents' Review*, for January, 1928. *The Story of Architecture*,* by P. L. Waterhouse (Batsford, 6/-), pp. 1-58.

French.¹ (See N.B. 3.)

L'Enseignement Littéraire du Français, by J. Molmy, Vol. I. (Hachette, 2/6), lessons 27-34 inclusive. Teacher study preface. Read and narrate Molière's *Les Fourberies de Scapin* (Hachette, 10d.). Read several poems and learn one from *Recueil de Poèmes*,* by J. Molmy, Vol. II. (Blackie, 6d.).

Latin. (See N.B. 3.)

Limn,* Part I. (Murray, 2/6), pages 142-172, with corresponding exercises, and revise pp. 118-141. Narration of continuous passages.

German.¹ (See N.B. 3.)

Primary German Course,* by O. Siepmann (Macmillan, 4/-), Lessons 23-26, inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested. For narration, Rosegger's *Novellen* (Dent, 1/9).

or, preferably, Italian.¹ (See N.B. 3.)

Perini's *Italian Conversation Grammar** (Hachette, 6/6), Exercises 33-36, 42-44, inclusive, taking necessary grammar only. *The Italian Irregular Verbs* (Hachette, 1/-) will be found useful. For narration, *Il Piu Felici Bambino del Mondo** (P.N.E.U. Office, 3/-), chapters xi.-xx. (inclusive).

¹ Schools may substitute the national language.

Arithmetic. (See N.B. 3.)

Pendlebury's *New Shilling Arithmetic** (Bell, 2/3), pp. 124-131. Mensuration, sections 215-218. Revise back work; examples may be taken from Ballard's *Fundamental Arithmetic*, Teacher's Book V. (London University Press, 2/3).

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

Geometry. (See N.B. 3.)

A Shorter School Geometry,* by H. Hall and F. Stevens (Macmillan, 4/6), pp. 184, 185, 186 (Ex. 1-5), 188-201, and revise Section II. *The School Set of Mathematical Instruments* (Macmillan, 1/6).

Algebra. (See N.B. 3.)

A School Algebra,* by H. Hall, Part I. (Macmillan, 3/6), pp. 139, 148-153, 169-177, or continue.

Drawing.

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Studies in perspective: *The Way to Sketch*, by Vernon Blake (Clarendon Press, 7/6), may be used. Studies in ornament (Glass, p. 110). Figure drawing (Glass, p. 153). Paintbox with specially chosen paints and brush (P.N.E.U. Office, 5/-). Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

Musical Appreciation.

Wagner, see *The Term's Music*, by C. H. Glover (Kegan Paul, 4/6), and under "Our Work," January *P.R. Music and its Story*, by R. T. White (Cambridge Press, 5/-), pp. 64-106; teacher use appendices I.-IV. *Musical Groundwork*, by F. H. Shera (Milford, 3/6), Term II.

Recitations.

Learn two suitable passages of 20 verses each from chapters in Bible Lessons. Psalms 103 and 104. Two poems from anthology set. A hymn.

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily. Homer's *Odyssey** (Chapman's translation), (Dent, 2/-), Vol. I., Books 9-12. Milton's *Poems** (Dent, 2/-). Scott's *A Legend of Montrose** (Blackie, 1/6). Defoe's *Memoirs of a Cavalier* (Cambridge Press, 2/9).

Music.

Choose and learn a suitable composition. See January *Parents' Review*, "Our Work."

Singing.

Three French songs, from *The Folk-Songs of France*, Book I. (Novello, 2/-). Three English songs from *The National Song Book* edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each,* complete with music 6/-), or, *The Pocket Sing-Song Book* (Novello, words and music, 1/6). On *Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.).

Drill, etc. (Choose new work.)

Board of Education Syllabus of Physical Training for Schools, 1919 (Eyre & Spottiswoode, 1/6), with *1927 Supplement for Older Girls* (H.M. Stationery Office, 4d.). *An Introduction to the English Country Dance*, Description and Tunes of 12 Dances, by Cecil Sharp (Novello, 4/6), or separate dances, music with instructions (direct from Novello, 9d.). *Peasant Dances and Songs of Many Lands* (Evans, 5/-). *How to Teach Dances* (Evans, 4/6). Ex-Students take House of Education Drills. For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. Hockey.

Work.

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Do some definite house or garden work: *Gardening for Children*, by J. Gwynn (Harrap, 2/6); (1) *Practical Housecraft*: (2) *Housewifery*, (3), *Cookery* (Longmans, 6d. each). *Needlework*, by M. K. Gifford (Nelson, 2/6). Choose a craft from *Drawing, Design and Craftwork*, e.g., Stencilling. *Cardboard Modelling*, by C. W. D. Boxall (Charles, 2/6): make six models (Ambleside students take House of Education models), (Materials from Philip & Tacey Ltd., 69 High Street, Fulham, London, S.W. 6). Darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Take Scouting and Guiding Tests. Help the "Save the Children Fund," 42 Langham Street, London, W.1.

Where the same book is used in Form III. and in Form IV. more advanced work should be expected from pupils in Form IV. (average age 14).

N.B. 1.—Pupils should spend one year in Form IV. (average age 14).

N.B. 2.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, and *An Essay towards a Philosophy of Education*, 10/6, by C. M. Mason (P.N.E.U. Office). Where the same book is used in Form III. and in Form IV. more advanced work should be expected from pupils in Form IV.

N.B. 3.—In Grammar (English and foreign) and in mathematics there must be no gaps. Pupils must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form.

N.B. 4.—Each pupil should have a copy of all books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient. Books from "Drawing" onwards are advisable but optional. The work of the Programmes cannot be fully carried out unless each child keeps a Nature Note Book and a Century Book.

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 6.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 7.—The current Programmes are for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 8.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. as well as exercise books bearing the school motto, 5½d. each, and Cambridge paper for Examination, 1/- for 4 quires (not less) single, double lines and squares; special clipped book post envelopes, 4d. for 3. Drawing paper, 20 sheets for 6d. Drawing Books, painting paper (9d.). The School Badge (silver, 4/-, metal, 9d.). Book Plates, gummed and ungummed (25 for 6d.). School Hat Band (2/3), and Ribbon (2 inches wide 2/2 a yard, ½ inch wide, 1/3). Boys' Belts, 2/-. Ties (1/3 cotton, 3/3 and 2/6 silk). P.U.S. Monogram Badges (8½d.) for boys' and girls' caps. Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted). P.U.S. Prayer and Hymn (1d.).

N.B. 9.—All letters about the School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

FORM IV.

PUPILS' NAMES

Bible Lessons.

- I. 1. What symptoms of anarchy did Nehemiah discover on his return from Persia? Give some account of his second visit to Jerusalem in this connection.
2. What do we know of the work of Malachi during Nehemiah's absence? Quote some of his remarkable utterances.
- II. 1. Give some account of Stephen, his character, his ministry.
2. Give the chief points of Stephen's defence before the Council. Quote verses illustrating these.
3. "I am the Light of the World." What would our Lord have us learn in this connection?

Writing. (Writing is also considered in each answer).

Write ten lines of poetry from memory.

Dictation (unprepared). (Spelling is also considered in each answer.)

Homer's *Odyssey*, Book II., "Now when . . . like a God."

Composition.

1. Bearing in mind, for example, Milton's *L'Allegro*, write in the same metre some verses on one of the following,—(a), "He who can open the bud does it so simply," (b), "The true king, or, able-man has a divine right over me," (c). "Cordelia."
2. Write an essay upon one of the following,—(a), Earl Haig, (b), the King and Queen of Afghanistan and their visit to England, (c), Defoe's "Cavalier" as a volunteer in the army of Gustavus Adolphus.

English Grammar.

1. Analyse, parsing the words in italics,—
“Four great *gates* has the city of Damascus,
And four Grand Wardens, on *their* spears *reclining*,
All day long stand like tall stone men,
And *sleep* on the towers *when* the moon *is shining*.”
2. Give ten words of recent origin and their derivations.
3. Explain, giving examples, four ways by which words acquire new meanings.

Literature.

1. Write a character sketch of one of the following,—
“King Lear,” “Edgar,” “Sir Dugald Dalgetty.”
2. Write, in the manner of Bacon, upon (a), truth, or, (b), friendship.
3. Give the substance of *Il Penseroso*, quoting favourite lines where you can.

English History.

1. What causes in the reign of James I. and his son led to the great Rebellion of 1642? Write short notes on one of the following,—(a), the Petition of Right, (b), the Long Parliament, (c), the Grand Remonstrance.
2. “In Hampden alone were united all the qualities . . . necessary to save the State.” Give some account of his character and career.
3. Write briefly upon Oliver Cromwell according to Carlyle.

General History.

1. Give some account of Diocletian as “the invincible Sun.”
2. What part did Gustavus Adolphus take in the Thirty Years War? Dates.
3. What do you know of the work of (a), Galileo, (b), Bacon, in connection with the “new science”?

Citizenship.

1. In what ways must we show justice in thought with regard to our opinions? Illustrate by examples. (Only for those who have studied “*Ourselves*.”)
2. Contrast, in the manner of Plutarch, the characters of Æmilius and Perseus. Give incidents in illustration.
3. What is the work of (a), the Foreign Office, (b), the Secretary of State for the Dominions?

Geography.

1. Give a general description of the great plains of South America, with a map showing their situation.
2. Trace briefly the steps by which Canada has become one country. What were some of her difficulties?

3. Describe an experiment (diagram) to show that the earth is actually spinning on its axis, and give some account of the varying velocities of the earth's surface, and its effect on winds and ocean currents.

Natural History.

1. “The marsupials in a world of their own . . . play all parts in life.” Describe fully four animals in Australia which illustrate this statement.
2. Give some account of (a), the most ancient sea-bed in Europe, (b), the fossils to be found in the Cambrian rocks. Drawings.
3. (a), Make a chart of the stars you have studied this term, or, (b), write notes on the special study you have made.

General Science.

1. What are the three “states” of matter? Give instances to show that the differences between them depend upon the varying behaviour of the molecules.
2. What consequences followed upon Halley's great discovery that the stars are moving? In what ways may the velocities of (a), sound, or, (b), light be measured?

Physiology and Hygiene.

1. Explain fully what happens when we *breathe in* air. What is the work of the respiratory centre? How is the voice produced? Diagrams.

Picture Study and Architecture.

1. Describe one of the panels of “The Adoration of the Lamb,” by Van Eyck.
2. By what characteristic features may a Greek building be recognised? Describe such a building.

French.

1. Describe in French a scene from *Les Fourberies de Scapin*.
2. Read carefully and translate into good English (a), *Les Pauvres Gens*, p. 23, *Recueil de Poèmes*, or, (b), two verses of a French poem you have read this term. Write a French account of (a) or (b).
3. For dictation: *L'Enseignement Littéraire du Français*, Lesson 28, *Pêche en Mer*, “Quelque fois . . . plombés.”

Latin.

1. Write the comparative and superlative of the following adjectives,—*celer*, *gravis*, *dubius*, *similis*, *antiquus*.
2. Translate (1) He ought to have pitched his camp in the valley. (2) They said that the enemy had arrived. (3) We saw all the most famous men.

3. (a), Translate *Limen*, Exercise XCIX. (b), from "Videte" to "mutationis." (b), Read the Latin of (a), then write a narration in Latin.

German.

1. Describe in German (a), *Das Holzknechtshaus*, or, (b), *Reise in die Schweiz*.
2. What (a), inseparable, (b), separable prefixes help to form German Compound Verbs? Give two examples of each in sentences.
3. Use in sentences the two chief parts of the following verbs,—*halten*, *essen*, *vermögen*, *wissen*.

or, Italian.

1. Write a letter in Italian describing April in your garden or in town.
2. Give examples in sentences of eight suffixes which alter the meaning of Italian words.
3. Translate Exercise XXXII., p. 83 (Perini), "Do you not . . . him at once."

Arithmetic

1. Find the Simple Interest on £650 for 4 years at $2\frac{1}{2}\%$.
2. Find the Compound Interest on £3640 for 2 years at $12\frac{1}{2}\%$.
3. A four-sided field has two parallel sides 17 chains and 23 chains long respectively, and the perpendicular distance between them is 14 chains. What is the area of the field in acres?

Geometry.

1. Prove that in equal circles equal chords cut off equal arcs.
2. The angles which a tangent to a circle makes with a chord drawn from the point of contact are respectively equal to the angles in the alternate segments of the circle.
3. If D, E and F are the points of contact of the inscribed circle of the triangle ABC, prove that $AE + CD + FA = \text{half the perimeter of the triangle}$.

Algebra.

1. By detached coefficients multiply $3x^3 - 2x^2 + 4$ by $2x^2 + 3x - 5$.
2. Factorise (i.) $6x^2 + 7x - 3$ (ii.) $(5x - 2y)^2 - (3x + 4y)^2$
(iii.) $x^2 - 6xy + 9y^2 - 16x^2y^2$ (iv.) $x^4 + x^2y^2 + y^4$
3. If 2 horses and 5 sheep cost £101, 2 cows and 7 sheep cost £73 : 10 : 0, 3 horses and 2 cows cost £138, find the cost of each.

Painting.

1. A design, based on a primrose plant, or, on a plant of anemones, to be painted on the lid of a box five inches square.
2. Illustrate :—
"Upon the pier stood two stern-visaged men,
Looking to where a little craft lay moored."

Musical Appreciation.

Give shortly the story of one of Wagner's operas, quoting any musical themes that you remember. What music from the opera have you heard?

Recitations.*

Father to choose two Bible passages and a poem.

Reading.*

Father to choose a poem and a leading article from a newspaper.

Music.*

Examine in work done.

Singing.*

Father to choose an English, a French, and a German song, and three exercises.

Drill.*

Report progress.

Work.*

Outside friend to examine. List of handicrafts completed to appear in *Parents' Report*.

N.B. 1.—Examination to begin on Monday, March 26th. Papers to be posted on Saturday, March 31st, *with no other enclosure*.

N.B. 2.—Subjects thus indicated (*) to be marked on the *Parents' or Teacher's Report* according to Regulations, and marks to be added up. For scale of values see head of Report Form.

N.B. 3.—Please note carefully the Regulations as to the number of papers to be sent in by Schools.

N.B. 4.—Members are asked to state on the *Parents' or Teachers' Report Form (a)*, how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.